

The Seasons

by Craig Cassils and Cheryl Heuser

Performed by Jubilate Children's Chorus directed by Wanda Wiebe

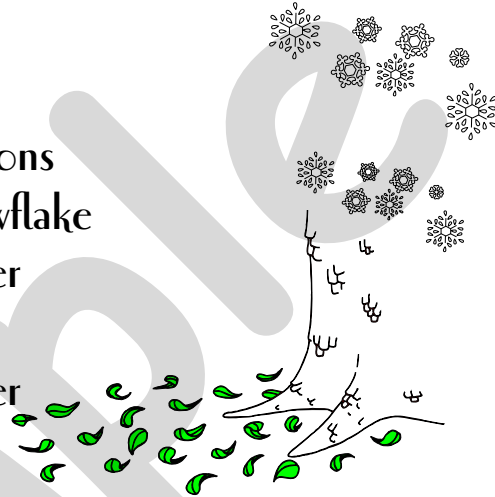


Song

1
2
3
4
5

Title

Seasons
Snowflake
Water
Mist
Water



Reproducible Choral Music: Can your school afford octavos for your choir? As a director of an elementary choir that went to provincials twice, my budget never allowed me to purchase octavos for 100 students. I had to write my own arrangements or teach everything by rote. In this collection of choral music you have the kind of quality writing that you would purchase in an octavo, but the vocal score is reproducible. Finally - quality choral music that your school can afford.

This collection is written by Craig Cassils with lyrics by Cheryl Heuser. Craig is a native of Manitoba, Canada. He graduated from Brandon University and has enjoyed composing for most of his life. He was a school music teacher in Manitoba for 30 years. He especially enjoys composing choral works and musical theatre. Craig has composed many commissioned works and has numerous published works including "Child of the Universe" and "Clowns".

The Seasons is a song cycle - 5 art songs for children. The lyrics are poetry, evoking images and feelings. The music is witty, clever and very beautiful. The Jubilate Children's Chorus has done an exceptional job on this CD. The CD is a wonderful example of what an excellent quality children's choir should sound like. The CD is performance only. (The piano accompaniment is very free and it would be extremely difficult for a choir to sing with a recorded accompaniment)

This collection is written to be used by classroom teachers as an integrated unit involving many subjects. It is also geared toward a gala evening to which parents could be invited. Not only would the evening include a presentation of songs and poems, but Aesop's fables could be acted out, artwork could be displayed, Science or Social Studies research or trivia could be presented, and some simple Science fair boards and little student-created books could be displayed. This format would be excellent for an open house event and the 'performance pressure' would not be concentrated on a single musical event or the arts only. Also, many children could be involved and a multiple intelligences approach would be evident. The materials are presented thematically, not according to grade level. This resource is intended as an idea springboard and must be shared by teachers from a variety of grade levels.

In this sampler, we're giving you the first pages of the songs so you can print them out, take them to the piano and hear for yourself how beautiful they are. We're also giving you a sampling of the cross-curriculum teaching suggestions.

The vocal scores are reproducible for the students in one school. You may want to purchase extra piano/vocal scores for your accompanist or to give to your adjudicator - the piano/vocal is not reproducible.

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#C50 The Seasons piano, reproducible vocals, cross-curriculum guide

\$25 Canadian \$20 US

Seasons

unison / 2 part choir, with piano

Craig Cassils
Cheryl Heuser

Crisp and steady ♩ = 120

mf

The piano introduction consists of four measures. The right hand plays a rhythmic pattern of eighth notes and chords, while the left hand plays a simple bass line of quarter notes.

All voices unison

5 *mp*

Sea - sons come and then they go, a rhy - thm for my days. One in - to the oth - er

5

mp

The first system shows the vocal line starting at measure 5. The piano accompaniment continues with the same rhythmic pattern as the introduction.

9

flows, there's same - ness and there is change.

9

The second system shows the vocal line continuing from measure 9. The piano accompaniment features a more active bass line with eighth notes.

13

With spring - time comes a - wak - 'ning, and sum - mer, ro - sy

13

The third system shows the vocal line continuing from measure 13. The piano accompaniment features a more active bass line with eighth notes.

17
blush. Then au - tumn brings true co - lours, and win - ter, storm - y

21
rush. As the sea - sons come and

Part 1 *mp*

25
go, the rhy - thm for my days, — you will see me change and

Part 2 *mp*

As the sea - sons come and go, the rhy - thm for my days, —

16

One by one they drift, *mf* dust-ing ov-er all the ground._____

town. ic-ing sug-ar sift, dust - ing ov-er all the ground._____

21

mp Crys-tals of wat-er spun in-to de-sign, lac-y as

rubato *mp*

25

tat-ting, — u-nique and so fine; dazz-ling as di-amonds, these gos-sa-mer flecks; snow-flakes are

29

fal-ling and float-ing and fall-ing, snow-flakes are throng-ing and sift-ing on down.

rit.

Water

unison / 2 part choir, with piano

Craig Cassils
Cheryl Heuser

Flowing, one beat per measure ♩ = 152

The first system of the musical score consists of three staves. The top staff is a vocal line in treble clef, 3/4 time, with a key signature of three flats (B-flat, E-flat, A-flat). It begins with a whole rest for three measures, followed by a half note G4 on the word "In" and a quarter note A4 on "The". The dynamic marking *mf* is placed above the second measure. The piano accompaniment is shown in grand staff notation (treble and bass clefs). The piano part begins with a half note G3 in the bass clef and a half note G4 in the treble clef, followed by a series of chords and moving lines in both hands.

The second system of the musical score starts at measure 5. The vocal line continues with the lyrics: "spring - time the earth smells of self green - ness and the growth, like wet - ness the will spread it - self ov - er and the ground 'til". The piano accompaniment continues with chords and moving lines in both hands.

The third system of the musical score starts at measure 9. The vocal line continues with the lyrics: "some - one has tak - en and washed all street its clothes, and ev - 'ry - thing's sop - ping both up street and down; and with". The piano accompaniment continues with chords and moving lines in both hands.

The fourth system of the musical score starts at measure 13. The vocal line continues with the lyrics: "af - ter the melt - ing has and tru - ly be - gun, the pud - dles and riv - 'lets and trick - les and streams. It is". The piano accompaniment continues with chords and moving lines in both hands.

Water: Related Ideas

Science:

1. Brainstorm on **water needs**. The main categories of use are agriculture, industry, power, sports and recreation, fire-fighting, shipping and transportation, human consumption. Use headings appropriate for the grade level. Create a word web that organizes these uses/gives examples.
2. Make a list of **water conservation** methods. (Keep water or drinks in the fridge so the tap doesn't run and ice cubes aren't thrown out, make sure laundry or dishwasher loads are full, water lawns less, have more trees and less lawn, have short showers are just a few ideas.)
3. Discuss the way nature and people get and 'recycle' water. Do a cross-section of land that shows a hill, a creek, a pond, clouds, and rain. Add a house, an underground water source, a well, a pump, a water line to a house, a sewage line, a water cleaning plant if you want.
4. Older classes may create a **word circle**—with a diagram on the inside—for the words precipitation, evaporation, saturation, condensation.
5. A possible enrichment activity would be research on **water phenomenon** such as floods, tsunamis, tidal waves, geysers, sinkholes, ocean currents, water spouts. The information gathered (causes, where they occur, damage that results, interesting trivia) could be arranged on bristle board to be used on cardboard in science fair display style.
6. Another set of research possibilities lies in **water projects** such as dam building, water conservation, or water desalting. (Google or NOVA Online provide quick access to articles on dams on the Hwang Ho, Yangtze, Nile, Mississippi, etc. rivers or other water project key words.)
7. Research **water pollution** and water clean-up of some badly polluted rivers. (This topic can lead students to discover some very interesting trivia. For example, the Cuyahoga River in Cleveland, Ohio, was so badly polluted it once caught fire!)
8. A third interesting water presentation option would involve creating a large diagram to show **water purification** systems for cities, towns, individuals. [The Book of Knowledge](#) set of encyclopedias has an excellent section on 'Water' and also shows how to create a simple, in-class water purifying filter.
9. Brainstorm on different **forms of precipitation**. Define terms such as fog, mist, dew, drizzle, rain, sleet, hail, snow.

Language Arts:

1. Discuss **personifications** in the song. (How does Earth *get its clothes washed* in springtime? What kind of *tears to their eyes* are meant for the clouds?) Create original personifications for different springtime events. (new leaves on trees—new clothes; flowers coming up—gym class; seeds sprouting; puddles forming and going away; snow melting; grass turning green—bath time; wind bringing a new smell—Nature's got something cooking; mud forming—brown monster in hiding; clouds forming) Draw pictures to show the personifications.
2. Have students decide what they would be and do if they were some part of nature in springtime. Title possibilities may give them ideas: "Just Call Me Bud", "I Was Feeling Sappy", "A Day in the Life of a Leaf", "The Raindrop Who Found a Friend."
3. Create a short **trilingual picture book** with one sentence per page about Spring, Printemps, Primavera in English, French, Spanish. Illustrate each sentence.
(The tree is green. Le arbre est vert. El árbol está verde.
The flowers are red. Les fleurs sont rouge. Las flores están rosas.)

Social Studies:

1. Research the use of water in **history**. Interesting topics such as aqueducts, waterwheels for mills, paddlewheel boats, and boat/ship styles can be presented in a form similar to the Science topics.
2. Research any one or set of **water sports** such as waterskiing, swimming, synchronized swimming, diving, water polo, surfing, fishing, canoeing. Create a presentation or display board for the class.
3. Research interesting **water trivia** for the fresh water of the world. There are so many really cool bits of information on percentages, comparisons, and little-known facts about water. To access great information, enter 'freshwater trivia' into the Google search engine. Two excellent sites are [WATER: Each Drop Counts!](#) and [Water Trivia](#). Information gathered here can be used with the Science topics or put on a board of its own for presentation. A little multiple choice quiz could be created if this were part of an open house for parents.

Mist

unison choir with piano

Peaceful, unhurried, molto rubato ♩ = 76

Craig Cassils
Cheryl Heuser

mp

mp

mp

Mm - - - morn - ing mist, sun - lit kissed, dawn is

mf

still, Mm - - - mys - ti - cal. Morn - ing fades,

mf

13 ha - zy stays, la - zy noon - time, want to snooze time stick - y hot, cool it's not,

13

17

oo - zy, woo - zy sum - mer day.

21 *very smooth and connected*

Ah Oo Mm

25

Ah Oo Mm

30 *p*

p

Mm - - - mist - y breeze through the trees, whis - - - pers

Wind

unison choir, with piano and flute

In a jig style, lightly $\text{♩} = 104$

Craig Cassils
Cheryl Heuser

Flute

mf

mf

The
The

Fl.

5

5

5

wind wind is like a lit - tle elf that danc - es on my lawn. It
wind it likes to dance a jig, the leaves they have such fun. They

Fl.

9

9

9

whips and whirls and like flips and twirls, then sprite - ly it is gone. The
swoon and swirl like play - ful girls all in the aut - umn sun. But

Fl. 13

13

wind is like a play - ful hand that mess - es up my hair. It
 when the wind moves on its way, it breaks their leave - ly hearts. They

Fl. 17

17

brush - es past oh on so fast, that I nev - er see it there.
 all lie down on the ground and let their lives de - part.

Fl. 21

21

Wind, wind, weav - ing through the trees.